



The Calumet BOILERMAKER

"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"



Vol. 18, No. 9

PURDUE UNIVERSITY CALUMET CAMPUS, HAMMOND, INDIANA

Monday, February 16, 1970

Freedom for Students-Accomplished

The number of graduates receiving their degree mid-semester has increased enormously in recent years. Following are the names of all students receiving degrees or certificates by their hometowns.

INDIANA

Hammond

Norris T. Cain, 6735 Ontario, A.A.S. Architectural Technology; John R. Toporek, 4907 Catalpa, A.A.S. Architectural Technology; Dennis R. Fowler, 7147 Olcott Ave., A.A.S. Chemical Technology; Louis S. Gerovac, 1532 Michigan Ave., A.A.S. Civil Engineering Technology; Gregory R. Redlarczyk, 1305 171st Place, A.A.S. Computer Technology.

William T. Schipper, Jr., 9328 Cline Ave., A.A.S. Electrical Engineering Technology; David W. Tietman, 1030 177th Place, A.A.S. Mechanical Engineering Technology; Ann D. Ackerman, 6347 Moraine, B.A. English Teaching; Mary L. Emig, 2907

Janet Place, B.A. English Teaching; Barbara J. Hayes, 3619 167th Street, B.A. English Teaching; Andrew D. Hiduke, 3015 173rd Street, B.A. General Speech; David P. Kuna, 2936 177th Street, B.S. Psychology; William R. Baker, 2917 Cleveland Street, B.S. Business Economics; Albert A. Sikich, 3009 Parkway, B.S. Business Economics; Charles B. Thompson, 6607 Idaho Ave., B.S. Mathematics; Daniel R. Szany, 3615 167th Street, B.S. Construction; Danny J. Horton, 3257 Sheffield Ave., B.S. Electrical Technology; Richard E. Capizzani, 6621 Carolina Ave., B.S. Supervision Technology.

Stephen P. Bigler, 7449 Alabama Ave., B.S. Supervisor Technology; Ronald D. Peacock, 7127 Northcote Ave., B.S. Supervision Technology; Mary J. Cook, 31 Indi-Illi Park, M.S. Education - English; Karen L. Marquardt, 6847 Magoun Ave., M.S. Elementary Education.

Highland

Bruce J. Wierzbinski, 2920 Garfield Street, A.A.S. Architectural Technology; Robert M. Bauer, 2904 38th Street, A.A.S. Mechanical Engineering Technology; Barbara A. Alexander, 9449 Indianapolis Blvd., B.A. Elementary Education; Robert B. McCullough, Jr., 3614 42nd Place, B.A. American Literature; Robert S. Vuxinic, 2912 43rd Street, B.A. Sociology; Earl L. Abshire, 8841 Schneider, B.S. Business Economics; John M. Connelly, 3427 Highway Ave., B.S. Supervision Technology; John P. Kiraly, 9217 Highland Place, B.S. Supervision Technology; Walter E. Ullrich, 3216 Ridge Road, B.S. Supervision Technology; Frank R. Herzog, 9238 Indianapolis Blvd., M.A. History.

Munster

Gail J. Gayda, 8346 Columbia Ave., B.A. Elementary Education, Speech; Eileen M. Schwartz, 215 Gregory, B.A. English Teaching;

Richard A. Stock, 8500 Moraine Ave., B.S. Business Economics; Terry D. Borgman, 8050 Kooy Drive, B.S. Construction Technology; Doris A. Johnson, 8324 Linden, M.A. English; Dorothy A. Buran, 8730 Schreiber Drive, M.S. Counseling & Guidance-Elementary Education; Carol B. Hinebaugh, 8029 Van Buren, M.S. Elementary Education; Jerry M. Janco, 1826 Camellia Drive, M.S. Educational Media; Joan F. Polis, 9307 Magnolia, M.S. Elementary Education.

Gary

William J. Wigmore, 5650 Adams Court, A.A.S. Architectural Technology; Herman L. Kuiper, 4930 W. 45th Street, A.A.S. Civil Engineering Technology; Vasil M. Shapkaroff, 3764 Van Buren, A.A.S. Computer Technology; Robert A. Labash, 4635 Connecticut, A.A.S. Electrical Engineering Technology; Mark R. Yakubec, 3471 Pennsylvania Street, A.A.S. Elec-

trical Engineering Technology; Norman P. Liskey, Jr., 1045 Tippecanoe, A.A.S. Industrial Engineering Technology; Peter P. Resczenko, 7327 Maple, B.A. U.S. — World History; Gregory A. Smith, 234 East 45th Ave., B.S. Psychology; William J. Tutlewski, 4635 Massachusetts, B.S. Business Economics; Doris I. Book, 4045 Ross Road, B.S. Mathematics; Sandra M. Smith, 2741 Monroe Street, B.S. Construction Technology; Joe I. Mielczarek, 435 East 48th Place, B.S. Electrical Technology; Larson Richmond, 1928 Maryland, (Continued on Page 7)

Blacks and Whites Discuss Racial Views



Leonard L. Perkins

Black History week was highlighted by an open forum discussion Friday night, February 13.

Those present were addressed by Mr. Leonard Perkins, Student Affairs and Guidance Officer. The title of his speech was "Experience in Blackness."

The affair was sponsored by the Progressive Student Union. The Union set up a display case by the Food Lounge containing books and photographs of famous Black literary and social figures.

A special exhibit on Black History was also set in the Library.

Cal Coach Canned???

John Shields has been fired as coach of Purdue Cal's basketball team. As a result of this, the resignation has been requested of Professor Engle, Chairman of the Purdue Cal Athletic committee.

Throughout the year, Purdue has been plagued with problems concerning their athletic program. Problems stemmed from eligibility questions concerning the basketball and soccer teams. Coach Shields has continually disagreed with the athletic committee concerning these problems. Issues were brought to a head on Wednesday, February 4, when a resolution was adopted by the athletic committee that Shields coaching assignments "be re-evaluated."

As a result of this action, Mike Ryba, chairman of the student

problems committee, has submitted a resolution to student congress. The resolution has for its objectives:

1. That a request for the resignation of Professor Engle as chairman of the Purdue Cal Athletic Committee be submitted.
2. That an investigation into the activities of the Athletic Committee by a student-faculty committee be instituted.

According to a member of the Athletic committee, John Shields was dismissed because of his questioning of the committees rules concerning player's eligibility at Purdue. Mr. Leonard Perkins, of the Student Affairs Office, says, however, that the real reasons for the dismissal are not really known.



Students' Vote Counts

At the February 3, 1970, meeting of Student Congress, the Student Bill of Rights was passed.

Voting on the Bill of Rights in a student referendum will take place on Wednesday, February 18, and Thursday, February 19, from 10 a.m. to 7 p.m. in the food lounge. Any student with a current fee receipt may vote.

A teach-in on the Bill of Rights will take place on Wednesday and Thursday from 11 to 1 in the food lounge. Students are invited to bring all questions and comments for discussion.



Editorial

MIRROR MIRROR ON THE WALL—

Why is our Student Congress an ineffective organization? Why do attempts aimed at effective legislations and social functions fail?

I have heard many excuses, most of them to the effect that there is too much student apathy or that the administration has thrown up a wall of red tape that is insurmountable. Although both of these charges have some basis, it is the opinion of this editor that the real problem lies within the Congress itself. From my observations, there are too many members in the Congress who are more concerned with title and prestige than they are with fulfilling their responsibilities to the student body. Pointing to apathy is a poor excuse for lack of co-operation in the Congress itself. Apathy can be destroyed by a unified Congress providing leadership and direction. Problems with the administration can be resolved by reestablishing administrative confidence in the ability of Congress to get the job done. This too depends on unity within the ranks of Congress. Such unity cannot occur when people within the organization refuse to work together. I have seen too frequently that projects espoused by many have been carried out due to the efforts of a few, or failed because these few were unable to obtain help from their fellow Congressmen.

Wake up Congress! You have the titles but you haven't attained the prestige. That will only come with accomplishment and it can only come from the student body you are supposed to serve.

ED. NOTE—(The editor received this communication and felt it to be of importance to the student body, due to the fact that our Congress is actively involved in this project. We ask the student body to note the articles on ecology in this paper and to please fill the questionnaire and return it to **The Boilermaker**, Student Congress, or the Library.)

Plans are now well underway for a nationwide Teach-In next spring, Wednesday, April 22, on the grave crisis facing the quality of the environment and the quality of life in America today.

A national headquarters and staff to organize, coordinate, and serve this effort is now established in Washington.

The aim of the National Teach-In is to encourage students across the country to take the initiative in organizing April 22, environmental teach-ins on their campuses, and associated efforts in their communities.

Successful teach-ins on all campuses on the same day will have a dramatic impact on the environmental conscience of the nation. They will be immensely effective as an educational effort in arousing public opinion concerning necessary steps to protect our environment and establish **quality** on a par with **quantity** as a goal of American life.

There is no question that in the long run, the environmental challenge is the greatest faced by mankind. Distinguished scientific authorities have been warn-

ing for years that mankind is rapidly destroying the very habitat on which he depends for his survival.

In addition, population continues to increase worldwide, which scientists warn may have already passed sustainable levels. All across the country, and worldwide, increasing numbers of citizens are voicing the same intense concern as has been so eloquently expressed by the ecologists and other environmentalists.

Yet, many are still not aware of the environmental problems being created by our advancing technology. Federally-financed projects, such as the supersonic transport plane, raise grave questions about possible new environmental dangers. Many respected scientists and national leaders have indicated that although some positive steps have been taken, toxic, persistent pesticides are still accumulating in the world environment, wreaking destruction on fish and wildlife and threatening man himself. Is the price we pay for these products in terms of their effect upon our environment worth the benefits we obtain from them?

The pollution of our rivers and lakes, and of the air in our urban areas continues to accelerate. Suburban sprawl continues to destroy vast scenic and recreational resources, with little heed being given to plans to create workable environments. And the millions trapped in our urban and rural ghettos continue to suffer the worst of the

massive air, water, land and noise pollution.

Who will finally bear the brunt of this tragic irresponsibility? The new generation now in school, the generation which will soon inherit the world environment. The time has come for all citizens to begin thinking about the basic questions raised by technological advances and environmental degradation.

Students in America and the world, who are deeply concerned with the hard choices which their generation faces, are uniquely well suited to take initiatives in exploring with all citizens the problems created by man's growing impact upon his environment.

We believe the National Teach-In next April 22nd provides students the opportunity to accomplish this objective. Hundreds of teach-ins on that day would bring together for the first time on a national scale the many young people who are already concerned about the environment, and would involve and educate many more as well.

In addition to bringing this widespread involvement, the teach-ins would present information, draw the issues, stimulate plans for action, and demonstrate the strength of concern for a livable world.

Furthermore, the environmental teach-ins present an unprecedented opportunity for the involvement by student initiative of communities, organizations, leaders, and concerned citizens of all generations in a common, nonpartisan effort to meet a problem of far-reaching consequence.

Thus, we are writing this letter to urge that all campuses in America participate in a broad-based, student-led teach-in effort, involving all individuals and groups who share this concern.

Already, the student response to this idea has been one of overwhelming support, and a number of campuses are now well into the process of planning April 22nd teach-ins.

At the University of Michigan, a mass meeting was called recently by an ad hoc student committee to plan a teach-in. More than 350 people attended, and the plan is now well underway. University officials and faculty were also contacted by the students for their support and advice, a step which we believe is important for successful teach-ins.

One of the projects now being planned preparatory to the University of Michigan event, is a comprehensive inventory of en-

(Continued on Page 4)

The Calumet BOILERMAKER

"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"
Phone: TI 4-0520, Extension 443 - Room C-299

The opinions expressed herein are not necessarily those of Purdue University

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ON THE CON CON

This institution has seen many student constitutions in the past. It is about to see another. A constitutional convention has been formed headed by Donald E. Reichert and Bea Royster. This offers more than just another piece of paper to be filed in the Congress office. It offers the student body a chance to correct many of the complaints they have about their Campus.

The one greatest gripe around here is that there is never much going on in the area of social activities. The Student Congress was allocated money to sponsor ten free Saturday night dances this year. So far there has been a grand total of zero. Why? It is my feeling that the Congress has enough problems without having to worry about Saturday night dances. Even so there are a couple of people in the Congress devoting a lot of time to this project now.

As to how this affects you the student; it is within the realm of possibility at this time to set up, through the Con Con, two student organizations. A Student Union could be instituted to deal with all social functions at Cal Campus. This would not only improve the social situation here, but would also unencumber the Student Congress and enable them to better accomplish their function.

The above is just one of the possibilities. I urge the Con Con delegates to make themselves known to the student body and I urge the student body to make their views known to those delegates. The opportunity is open. Take it!

Cal's Colorful P.I. Officer Explains "Berthian" Philosophy

by Rick Encinosa

The life of a reporter is very unglamorous.

A reporter works long hours. His eating habits are irregular and his life is plagued by ulcers, insomnia and nervous disorders.

Dave Samuels, information officer for Purdue Cal and Purdue Michigan City, has been involved in newspaper work for more than twenty years. But when asked about his life as a reporter, Samuels only smiles and says, "There was Linda in London, Yvonne in Paris and Bertha in Berlin. . . ."

A graduate of Pennsylvania State University with a B.A. in journalism, Samuels was the feature editor of the campus daily.

Before taking over as P.I. officer at Cal, Samuels worked for the Gary Post Tribune, the Springfield, Ohio Daily News

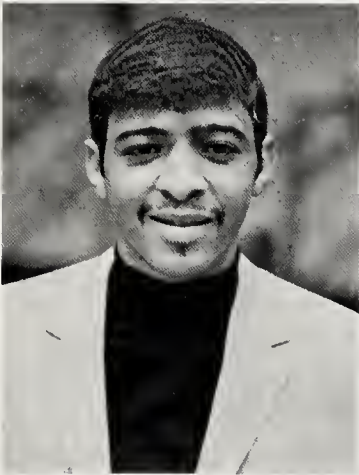
and the Lorain, Ohio Journal.

From 1957 to 1965 he served as reporter, feature writer and entertainment editor for the Gary Post. As a feature writer and entertainment editor, he handled stories for the Sunday editions and wrote a column for the Sunday magazine section reviewing classical and popular recordings. His stories have often been featured by Chicago television stations.

As public information officer, his job is to develop and write news and feature stories on all phases of academic life. This material is then distributed to daily and weekly newspapers, trade magazines, radio and television stations.

And Samuels has no regrets. At the age of forty-six he looks back, shakes his head in puzzlement and exclaims, "I don't know about Bertha, though. . . ."

2,000 Points--1,000 Baskets?



Lonnie Chase

by Rick Encinosa

Charles Alonzo Chase, known to his peers as Lonnie, has scored over 2,000 points in his four years as a Piper basketball guard.

He entered Purdue in 1966 after serving a four-year hitch in the Air Force from which he

was discharged as a Sergeant and Vietnam veteran. Lonnie is now majoring in Physical Education and minoring in psychology.

In his freshman year he averaged 31 points per game, gaining the honor of being the highest scoring player in the state of Indiana. In his second year he kept scoring highly and in the Homecoming game against Lakeland College he tallied 46 points. In 1968 he won the Most Valuable Player Award and was selected to the All-Tourney team at Fort Wayne.

Now in his last year of eligibility as a player he is ranked twenty-fifth in the nation's college players averaging 26 points per game.

Chase plans to graduate in 1971 but before then he would like to see "the athletes, the athletic committee and the coaches working for a common goal, to lead them to athletic victories, scholarships and better players."

Good Grief!

Peanuts is coming to Cal.

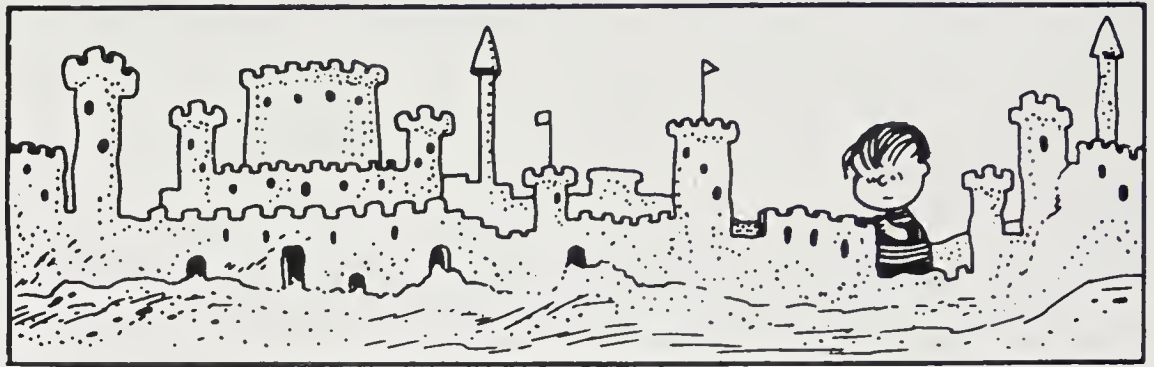
Robert Short, author of "The Gospel according to Peanuts" and "The Parable of Peanuts," two best selling books, will present a color-slide program on the theology of Peanuts, at 12 noon, Monday, February 23, in room 103.

Mr. Short, a one time professional actor, has traveled extensively, lecturing on the religious values found in the Peanuts comic strip.

Admission will be free.



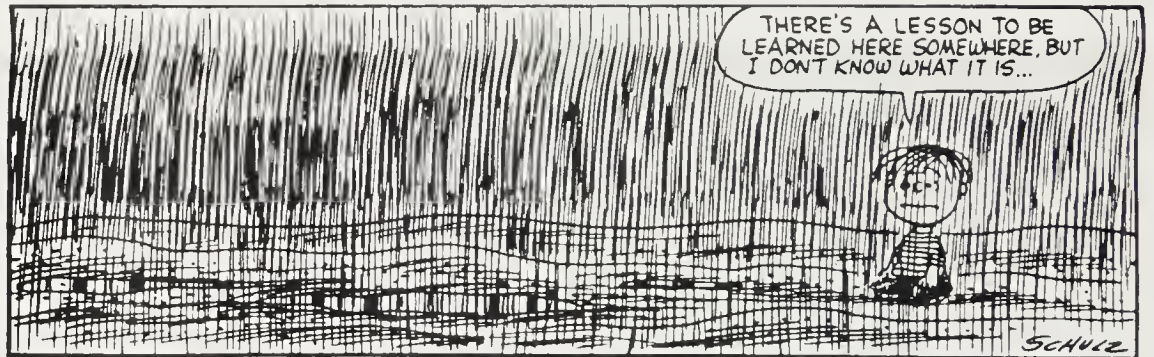
Peanuts



"Every one then who hears these words of mine and does them will be like a wise man who built his house upon the rock; and the rain fell, and the floods came, and the winds blew and beat upon that house, but it did not fall, because it had been founded on the rock.



And every one who hears these words of mine and does not do them will be like a foolish man who built his house upon the sand; and the rain fell, and the floods came, and the winds blew and beat against that house.



and it fell; and great was the fall of it."

—Matthew 7:24-27.

Fantastic!!!

There has been a rumor to the effect that it is a proven scientific fact that pinochle causes cancer . . . Whoever stole the "No Card Playing" sign from the lounge, please return it; it is needed for a pinochle score sheet . . . Friday, February 31, there will be a sit-in demonstration. The object of the demonstration is to attempt to abolish demonstrations. This will be held in the 4th floor lounge. Wear warm clothes—it is cold up there . . . Bill, call Tacoma . . . The Boilermaker has been nominated for the nation's most factual, accurate, up-to-date college newspaper . . . Wally, your car has been asking for you—call John's towing service . . . L. H., an up-and-coming student at PUCC, raises tigers for pets. She has a 6.0??? . . . Anyone

who wants to start a good rumor, contact the yo-yo in the 1st floor lounge—low rates . . . The food lounge pinochle club has challenged the 1st floor pinochle club to a mass pinochle game—triple deck. Prize: credit in physics 220 . . . Free coffee will be served in all 8:00 classes, no attendance will be taken, pillows will be provided, would you believe? . . . There is an informal, non-credit sex-education course being offered in the north-west corner of the 1st floor lounge . . . The Veterans' Club is taking in new members (no specifications as to veterans of what, however) . . . There will be a tug-of-war between the chemistry majors and the biology majors the same day as the demonstration. There will also be a race to determine who can assemble a 1, 3-dimethyl-4-

hydroxy-5, 5-diphenylpentane on Dr. Nelson's molecular tinkertoys. Prize: a set of chemistry tinkertoys . . . Note to W. S.: G. S. wants a corvette for Valentine's Day . . . Prudence is a virtue . . . B. H. has baggy stockings . . . All rumors for use in the food lounge must be notarized, legalized, authorized, and taxed before spread . . . Visit WalBill's Pizza parlor in Australia (They just got their semester grades!) . . . Note to B. B.: L. P. wants a Camaro for Valentine's Day . . . Fort Gross was just defeated . . . N. J. and E. B. got married in Chem 256 lab . . . I.T. is getting shorts with hearts on them for Valentine's Day . . . Any juicy, choice gossip of little or no importance or truth will be appreciated by the Boilermaker.



So You Think You Got Problems?

by GNATHANIEL GNAT

Entrepreneur, Bon Vivante, Man About Town

Dear Gnat,

I'm 18 years old and don't believe in premarital sex. My boy friend Pip says he will never marry a virgin. What do you advise?

Prudence

Dear Prude,

You've got a lot to live, and Pipsy's got a lot to give.

Gnat

Dear Gnat,

I'm 40 years old and my boy-friend is 20. He never takes me to meet any of his friends. Does this mean that he is ashamed of me?

Young at Heart

Dear Granny,

It means he doesn't have any friends. Why else would he pick an old bag like you?

Gnat

Dear Gnat,

I love my boy friend very much, but he has terrible table manners, uses four letter words, has dirty fingernails, smells like a refinery, and looks like a greaser. What can I do?

Devoted

Dear Devoted,

You can take the boy out of The Region, but you can't take The Region out of the boy.

Gnat

Dear Gnat,

I thought I heard some fellows in my Lit. class commenting about the size of my knickers. I wasn't wearing any and I don't have any in my wardrobe. What should I do?

Confused

Dear Confused,

Drop Lit. add Art 118 and Listening Theory.

Gnat

Dear Gnat,

I am 4 foot three, bald and over weight. Everybody makes fun of me. What can I do?

Sensitive

Dear Humpty-Dumpty,

Don't go to pieces. You have an Unphollicalled Photodwarphism Complex. For further advice send a self-addressed, stamped envelope and \$500.00 c/o this paper.

Gnat

7:50 a.m.- 3:00 p.m.

Sunday, March 22 Closed

Monday, March 23 through

Friday, March 27

8:00 a.m.- 5:00 p.m.

Saturday, March 28 Closed

Sunday, March 29 Closed

Monday, March 30

7:50 a.m.-10:00 p.m.

Second semester final examination and interim schedule will be posted.

Story from page 2

environmental problems in that community and region.

Similar inventories for other teach-ins around the country would be educational and practical and would provide the teach-ins themselves with specific examples of local environmental problems needing immediate attention.

The University of Michigan students have sent us a memorandum on how they have developed their plan. We enclose a copy of the memorandum for the consideration of other campuses as they develop their own plans for their April 22nd Teach-Ins.

We look forward to the April 22nd event and ask your support and leadership. We are convinced that, if young people put their energy, imagination and idealism to work on this issue, they will help write a bright new chapter in the struggle for a livable world.

If you want more information, or if we can be of assistance, please contact The Indiana Stu-

What's Happening Baby?

There was land and there were Indians.

Then came the settlers, and with the settlers came civilization. And the land was filled with factories and steel mills and commuter campuses.

"The Early History of Lake County," dealing with the Indiana tribes and early settlers in the Calumet area, will be the topic covered by Walter Pickart.

Mr. Pickart will address Purdue students at 3 p.m. Wednesday, February 18, in Room 103. He is an insurance broker who has written a number of articles for newspapers. His specialized field of research involves Hoosiers who served in the Civil War.

Purdue Calumet Athletic Club will disband unless there is a

renewed interest of it's members, according to PCAC President Ed Svetanoff.

PCAC was organized in 1968 by a group of Purdue Calumet athletes for the purposes of promoting school spirit, community service and school publicity.

In the past they have organized Homecoming, Directories, dances and the 1968 baseball team.

"Never give a sucker an even break"—W. C. Fields.

W. C., with red nose and top hat, will appear at Purdue Cal as the guest of honor of Sigma Beta Chi Fraternity, along with Stan Laurel, Oliver Hardy, and Charlie Chaplin.

The Frat is sponsoring a movie festival Sunday night, February

22, at 7:00 p.m., in room 103. The features will be: W. C. Fields in—

"The Barber Shop"

"The Pharmacist"

"The Fatal Glass of Beer"

Laurel and Hardy in—

"The Music Box"

and Charlie Chaplin in—

"The Gold Rush"

These award winning films will be shown at a cost of \$1.00 per person with student I.D. and \$1.25 for non-students.

The Lecture and Assembly Committee is sponsoring a series of performances commemorating Beethoven.

Pianist, Professor Gilbert R. Fischer and violinist, Basia Polishuk, will play the second and third concerts on March 16 and April 27. Different works of Beethoven will be played at each concert.

The first concert was last Monday, February 9.

Fischer, an associate professor of philosophy, has appeared in many concerts throughout the midwest. He has also written three compositions for piano and violin.

Polishuk, a native of Russia, is on the staff of the Chicago City College, and operates his own music studio. A resident in the United States since 1961, he is conductor and founder of two chamber orchestras in Chicago.

Conscience Speaking

This space will not be devoted to news. Instead it will be the voice of your conscience speaking.

How would you like living in a pig sty? You wouldn't. Then why do you drop cigarette butts, candy wrappers, and scrap

dent Association Representatives on your campus or write, Indiana Environmental Teach-In Headquarters, c/o Purdue Student Senate, Room 14 Purdue Memorial Center, West Lafayette, Indiana 47907.

Sincerely yours,

CHARLES CREASY

Contemporary University

Student Program

Federal City College

Washington, D. C.

SYDNEY LOWE

President

The Conservation

Foundation

PAUL N. McCLOSKEY, JR.

U.S. Congressman (Calif.)

GAYLORD NELSON

U. S. Senator (Wis.)

GLENN L. PAULSON

Student

The Rockefeller University

New York City, New York

DOUGLAS SCOTT

Student

University of Michigan

Ann Arbor, Michigan

GEOFF EMERSON

Student

I. S. ad hoc Committee

on the Environment

Purdue University

W. Lafayette, Indiana

New Aids-Hours

The library has come up with two innovations to help the students in their quest for knowledge.

Card Catalog: Over the Christmas Holiday, the library has made a change from a dictionary catalog to a divided catalog. Patrons should find that this will be more convenient. One part of the catalog will be the Subject Catalog in which one may look for books on a particular topic. The other part of the catalog will be the Author-Title Catalog where one may locate a particular book either by its author or title.

Student Book Requests: If a student feels that the library should include a particular book in its collection, he may place his request in the "Student Book Request" box. This box is located next to the reference information desk and near the subect card catalog. Book request cards are located on the box. Although students need not include their names on the request cards, those that do will be notified as to the action taken on their recommendations.

The hours for the library for the new semester are as follows: Monday through Friday

7:50 a.m.-10:00 p.m.

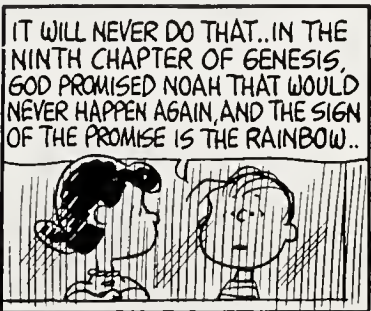
Saturday 7:50 a.m.- 3:00 p.m.

Sunday 2:00 p.m.- 9:00 p.m.

Spring Recess

Saturday, March 21

Peanuts



Student Body President Raises Question of Ecological Problems

Environment is suddenly a big issue. Politicians, bureaucrats, and businessmen are leaping to record themselves in favor of a cleaner environment. But the record of achievements is rather bleak. We have had too much rhetoric and too little understanding of ecological problems—while the crisis becomes steadily, perhaps irretrievably, worse.

Something more is needed than a dose of American know-how: something more profound than sanitation is at stake. We boast of our affluence while we choke on our effluence. There is smog in Yosemite Valley, sewage in the Hudson, D.D.T. in our food, and decay in our cities. We can put a man on the moon, but we still put our garbage into our drinking water. Our cities are unliveable and we are killing the countryside in the name of progress.

April 22 is a day of nation wide action. Through activities including teach-ins, on campuses, in high schools, and in local

communities, people will have a chance to examine the facts about the environmental crisis. They can find out what, if anything, is being done, and what must be done, NOW!

April 22 will be planned and organized at the local level, with local people deciding for themselves the issues upon which to focus, and the activities which are most appropriate. Local groups must determine what will happen on April 22, and what will come afterward.

The Indiana Student Association passed unanimously the resolution to coordinate State action throughout Indiana. Purdue Lafayette, the chairing campus of the pollution committee in the I.S.A. has accomplished much. New releases will be forth coming. Through the I.S.A. Purdue Calumet has become greatly involved in the environmental problems. This is the reason why Purdue Calumet will participate in the Environmental Teach-In on April 22. This will be accomplished through

lecture and assemblies, classroom discussion, and environmental experiments. The Student Congress of Purdue Calumet will request the Council of Faculty Delegates to declare April 22 a day of public awareness and allow the public to participate in these programs. To coordinate the various activities of the day, the Student Congress requests your ideas and help. By filling out the questionnaire below and dropping it off at the Library, Student Congress office, Boiler-maker office, or mailing it to:

**Purdue University
Calumet Campus
Environmental Teach-In
2233 - 171st Street
Hammond, Indiana 46323**

Your suggestions or voluntary services will help formulate, not only in a National Teach-In but to awake a sleeping beauty before it is too late.

**Wayne R. De Goey
Student Body President
Purdue University
Calumet Campus**

Computer Fails Eye Test

Given the right information, a computer can predict whether a certain co-ed will be an attractive date for a particular man.

But computers can't see. So the co-ed had still better be able to pass the eyeball test.

As part of his research into the factors that attract one human being to another, Donn Byrne, professor of psychology at Purdue University, designed an experiment in computer dating.

Laboratory experiments show that similarity of attitudes is an important ingredient in attraction between individuals. We tend to like the person who agrees with us on political, social, and other issues.

To see whether the laboratory findings would hold up in an actual trial, Byrne enlisted volunteers from among undergrad-

uates at the University of Texas. Byrne taught at Texas before coming to Purdue last fall.

Several hundred students filled out forms measuring personality and attitudes. From the results, the computer matched 44 men with 44 women.

Twenty-four of the 44 couples had a very high similarity of responses to questionnaire items. The experimenters predicted they would get along well together.

The computer also selected 20 other couples who had very few similar answers to questions on the form. In contrast to the other group, these couples were not expected to take a shine to each other.

The experimenters eliminated from the study couples in which the woman was taller than the man.

The couples then were called

in for instructions. Each pair received 50 cents and were told to go to the Student Union for a Coke date. They were to return a half hour later.

When each couple returned the boy and girl were interviewed separately. Each person rated his date.

Ratings turned out about as expected showing that similarity of attitudes and personality promotes attraction. Thus the field study did support the laboratory findings which was the question Byrne wanted answered. Besides the interview results, the experimenters used another measure of the success of computer match-making. They noted how close to each other the couple stood when they returned from their date.

Each couple got a score ranging from five (standing at the opposite corners of the experimenter's desk) to zero (touching each other). This measurement also supported the belief that similarity of attitudes promotes attraction.

Physical attractiveness was an important factor for both men and women in the study. For both sexes the rating they gave their dates on attractiveness loomed large in the overall rating the date received.

Unfortunately for computer match-making, beauty is not so easily programmed. A computer—like love—is blind.

Name: _____
(Please Print)

Address: _____

Phone: _____

I am a: --- University student at _____
--- Faculty member at _____
--- Other (Please specify) _____

My Major is (if you are a student or faculty member) _____

My occupation is (if you answer other above) _____

I am interested in helping organize the April 22 Environmental Teach-In at University I am attending, or University in my community.

Yes ---- No ---- Maybe ----

I would participate in lecture and assemblies, classroom discussions, and other related programs for the purpose of furthering my knowledge in understanding the environmental problems.

Yes ---- No ---- Maybe ----

I would like more information on the Environmental Teach-In to be held on April 22.

Yes ---- No ----

If you are a student would you devote free time to attend programs related to the environmental crisis?

Yes ---- No ----

If you are a Faculty member, would you devote your classroom time to discuss the subject of pollution, or allow your students to attend such programs?

Yes ---- No ----

If the revenue generated by the Tax Surcharge would be used for combating environmental pollution would you be in favor of renewing the Tax Surcharge?

Yes ---- No ---- No Opinion ----

If you are a resident of Illinois, do you agree with the Attorney General's action of filing suit against polluters?

Yes ---- No ---- No Opinion ----

Do you feel stronger measures should be taken against the convicted polluter?

Yes ---- (What measures _____)

No ---- No Opinion ----

If you are a resident of Indiana, do you feel that the State's Attorney General should have the power to file suits against polluters without the now existing red tape of getting approval of various control boards.

Yes ---- No ---- No Opinion ----

Would you watch Television Specials, during prime time, dealing with ecology and the problems of pollution which faces the world, on the date of April 22.

Yes ---- No ---- No Opinion ----

Do you know of a major polluter in your area?

Yes ---- (What is the name of the polluter and the kinds of pollution: air, water, noise, or other . . . specify please) _____

No ----

I am knowledgeable in the area of Environmental problems and would be interested in speaking on this subject on April 22. _____

Some ideas for the Environmental Teach-In activities are: _____

ATTENTION: 1970 COLLEGE GRADUATES
CHICAGO AND SUBURBAN CATHOLIC SCHOOLS
will have a representative
on campus
Thursday, February 26, 1970
For information about requirements, procedures
and teaching opportunities
ARRANGE FOR INTERVIEW AT
R-110
Your College Placement Office
CHICAGO CATHOLIC SCHOOL BOARD
Teacher Recruitment Department
430 North Michigan Avenue
Chicago, Illinois 60611
Phone (312) 527-3200

Hovde--Cont.

Boilermaker: We also have had the news as regards the Exponent on this campus. We were wondering how you felt about the way campus publications are running these days?

Hovde: Lets take a look at what a newspaper is. Throughout the country every city, town, village has newspapers and they serve a clientele. A city newspaper serves the citizens of the city. Then you have company newspapers who serve the people who belong to the company. You have student newspapers and they are supposed to serve the members of a collegiate community. You have a special reading clientele. Members of a student community have all the interests of students on this campus or on any other campus or on your campus. The common bond between all those people on your campus is the fact that they're all students. No two of you and your brother students are alike, they're males and females and they're of all ages, but the one common bond is that you are all members of the Calumet Campus of Purdue University. And while you're students and you're part of the membership of the organization and things are going on, all around you, that are of interest to you because of this common bond. Now you all have interests outside the University, in the city and in the nation, that are of interest to all citizens but the unique thing about a student newspaper is that it has its own particular membership that it serves, that's the first thing. Therefore this fact dictates essentially what goes in the newspaper. Primary emphasis should go on things that are of general interest to the members of the constituency, namely the students of the Calumet Campus or the students of this University. Even broader the members of the university because the members of the university consist not only of students but also the faculty and staff of the university, the teachers of the university, the clerical and service staffs of the university, all the people who work for the institution who are working to provide the educational service for the students so this is the first fact that you look at, this is the group you serve when you sell subscriptions to your newspaper and when you write it and so on. The second fact of life about journalism is that you have a responsibility. Student journalists have a responsibility in my judgment, to try to achieve the canons of good journalism. Now you can publish lies, you can publish rumors, and many of these things. You can publish mis-information

prohibited by law. You can't libel a person for instance, because you have no right to libel a person. But the canons of good journalism essentially require that the journalist tell the story factually, that the information is correct, the facts are correct. This is what we teach in a university; this is the purpose of a university. So its always seemed to me that student journalism should set as its goals and should have as its goals in the journalistic endeavor the same kind of goals that dominate the total university and its educational program and I have always believed that the university should stand for the best in society. Therefore, I have always felt that student journalism should have the highest possible goals. And the student newspaper doesn't belong to the editor, doesn't belong to the staff because they change year, by year, by year. You're going to be editor for a year, the paper doesn't belong to you. The responsibility for the staff and achieving managing belongs to you for a temporary period, you don't own it.

Boilermaker: In effect the student body owns the paper.

Hovde: No, its owned, in effect, by everybody who has been a student before you too. I have no patience what so ever with shoddy, inaccurate, incomplete reporting on the editorial side. The editorializing and representing student views is the function of a student newspaper. The only requirement there is that if you look at your constituency, there is more than one view and the paper is not your tool to express your particular views. You have the opportunity to express them but you also have to express the other views of significant segments of the body you serve.

Boilermaker: Since you were involved in rocket research during the second World War and since the first man on the moon was a Purdue graduate what are your opinions on the space program? Do you think it should be continued?

Hovde: Oh, I personally think the space exploration program should be continued. The level of expenditures and so on, is one of those national policy considerations that has to be viewed with respect to all other demands that are placed on the federal government for support of programs of interest to our people and this always requires judgment to be made, and therefore, regardless of what judgments are made by the political authority of the government so many of the people would disagree with it. And any one set of priorities with respect to the expenditure money is going to vary depending on what Johnnie

Jones or Mary Smith thinks is more important than something else. To me, the whole vast program in support of all the institutions in our country has to go on, and on, and on, because you simply can't cut any part of it out. You have to maintain an army, a navy, an air force as long as the world is divided and as long as we have enemies. Well, you're not going to cut out the army, navy, and air force. We have to feed all our people, therefore, you're not going to cut out support for agriculture and you're not going to cut out agricultural research simply because the population is growing. You have to provide transportation and you have to supervise all the things that go to make up our lives, and so the making of a national budget and how you spend your total income for these purposes has to go out on a broad front, and so the degree of emphasis on any given program will also vary with time and with need. The space program and the outcomes of it in terms of the total scientific and technological advancement, man in the future, will pay tremendous dividends for this small investment. These would be cutting it out completely and then putting it someplace else. You've got to move along the total front in my judgment. Its just like the university. You don't, in time of stress, or times of financial difficulty, excise the whole English Department, let us say. You cut back along the total front if you have to.

Boilermaker: In other words don't short anyone at the expense of another.

Hovde: Well, this is the kind of judgment that you have to make eventually. If you're going to cut down your personal budget, for instance. You have a personal budget and you're going to set something aside to do something in the future that you want to do. You look at your expenditures, what do you cut down first? You'll cut down things that you like to do or that you'll spend money for, but you won't cut out something completely.

Boilermaker: Well sir, going back to Armstrong, I believe he graduated in 1956 and at the time you were the president of this University. Do you remember anything about Armstrong, was he a well known student? And when he did land on the moon, did you hear anyone on the faculty who at one time knew him or had him for class.

Hovde: Oh yes, there were three or four faculty members who were personal friends of Neils' who had him in class. I met him when he was a student, but he was an engineering student, and wasn't terribly active in student organizations in

his time. See, he had been gone four years in the Korean War before he came to finish. He started at Purdue as a Naval Air Cadet and then was called to active duty and was four years in the Korean War flying off an aircraft carrier as a naval officer with something like eighty-six combat missions (or something like that number), and then returned to Purdue as an older student, to finish his engineering degree. So he started right after the War, he must've been 17 years old, 17, 18, as a Naval Air Cadet, and after one or two years he was called to the Korean War so he was gone four years.

Boilermaker: But he did not particularly impress anybody as a man of destiny in any way?

Hovde: Well, those who knew him at the time and those who had direct contact with him were impressed with him as an individual, but obviously, you're not very impressed with a young man who has never done anything yet. You may be impressed with his talent, and his ability, and his personality, but this doesn't mean anything. Its performance that really counts.

Boilermaker: Sir, a personal question now. To what do you attribute the fact that you have been president for so long when other universities such as Indiana University who also had very capable men, their presidents seemed to last for such a short time?

Hovde: Not true, not true. Again you're making a judgment that not true. Carmen Wells lasted just as long as I have at Indiana University.

Boilermaker: Hasn't Indiana University had three different presidents in the last . . .

Hovde: Well they had Elvis Star for six years, after Wells retired, but Wells served over twenty years. Bryan before Wells served a great many years. Elvis Star served six years and quit, and now they have a new president, but Mr. Star elected to quit on his own, so the generalization from one man which is President Star. My predecessor who served 23 years at Purdue, President Elliot and President Elliot's predecessor, President Stone, served 22 years. So we've had three presidents at Purdue since 1900. That covers a span of almost 70 years. And the only reason I could serve twenty-four years or twenty-five when I retire is that I was young when I was elected. It depends on the age of the incoming president.

Boilermaker: We understood you were the youngest president?

Hovde: When I was elected president I think I was the youngest of a major university. I think I was the youngest presi-

dent because there weren't more than 2000 colleges and universities in the country and I couldn't state whether I was the youngest or not, in fact I don't think I could possibly have been.

Boilermaker: Now that you're about to retire and you can look back to all the years that you have spent in this university, do you have any regrets and would you do it all over again?

Hovde: No, no. No one has any regrets or at least I don't think that any man with any sense and sensibility has any regrets, because you elect to do what you do, at the time you make your own personal decisions with respect to your life, and then to look back and say you wish you had done something else, is absolute nonsense, because what you do, you do, because you enjoy doing it, because you think it's worthwhile and useful, but you simply try to do the best you can, with what you have to work with. And all the forces at play and all the people that want to put their fingers in the total pie.

Boilermaker: Sir, of all the awards, the dozens of awards given to you, which one is the one you have the more personal satisfaction with?

Hovde: Well, the two awards that I think probably mean the most to me personally, are the honorary doctors degree I got from my own two universities, Oxford and Minnesota. The Gold medal in the National Football Foundation Hall of Fame was a very pleasing personal award, the Teddy Roosevelt award which I got two weeks ago in Washington, a week ago in Washington, to be decorated by your own country for your achievements.

All these things are very pleasing. But I think the two honorary degrees from my own two universities probably value the more highly.

Boilermaker: Sir, now that you are about to retire do you have any special plans?

Hovde: Oh, I'm going to continue to work for the university, we're in a big capital fund raising drive and I can help with that for the next three years after I retire. Because any money we can raise from private sources to help the university means added plus values in the program, to better it. The end result is for the students for everything the university does anyway.



Continued from Page 1

B.S. Electrical Technology; Robert A. Rutell, 4400 Monroe Street, B.S. Electrical Technology; Rolando Flores, 391 Lincoln Street, B.S. Supervision Technology; Alberta R. Jackson, 2136 West 19th Ave., M.S. Elementary Education; Leonard L. Osborne, 2739 West 7th Place Court, M.S. Educational Administration; Turley J. Porter, 2129 Chase Street, M.S. Elementary Education; Kenneth Goodwin, 2513 Massachusetts, B.A. Social Studies Teaching, U.S. History & Political Science.

Griffith
Linda W. Boris, 1415 North Arbogast, B.A. Social Studies Teaching; Robert A. Rusbasan, 825 North Glenwood, B.S. Supervision Technology; Janet S. Wright, 545 Oakwood, M.S. Elementary Education.

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Michigan City
Stanley F. Biela, 1801 Ohio Street, B.A. Political Science; Lawrence E. Bolka, 203 Wall Street, B.A. Social Studies, Political Science & U.S. History; Joseph C. Craig, 901 Indiana Highway 212, B.A. Social Studies Teaching, U.S. History & Sociology; Henry Xavier Strugalski, RR 2, Box 249-D, M.S. Educational Media.

Portage
Gilbert F. Spisak, 5558 J Bruce Ave., A.A.S. Industrial Engineering Technology; Thomas E. McKain, 5658 J Mulberry, A.A.S. Mechanical Engineering Technology; Rodney D. Vittetoe, 2538 Brandt, B.S. Construction Technology.

Hobart
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Crown Point
Joseph A. Sparacino, 809 North Court, B.S. Mathematics; John W. Hutchison, Box 26, Lake of Four Seasons, B.S. Supervision Technology.

Dyer
William W. Reed, Jr., RR 1, B.S. Electrical Technology.

Schereville
Gerald A. Darnell, 328 68th Place, A.A.S. Electrical Engineering Technology; Elwin Henry Schau, 1444 Austin Ave., A.A.S. Industrial Engineering Technology.

Whiting
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William Arden, Jr., 1015 River Lane Drive, A.A.S. Civil Engineering Technology.

Walkerton
Phillip E. Bukowski, 905 Harrison Street, A.A.S. Electrical Engineering Technology.

Cedar Lake
John A. Berg, R.R. 3, Box 653, A.A.S. Metallurgical Engineering Technology.

Beverly Shores
Cabot C. Holmes, Bellevue Ave., B.A. Social Studies Teaching, U. S. & World History.

Valparaiso
Diana Bachrach, 1077 Linwood, M.S. Secondary Education, English.

ILLINOIS

Lansing
Robert A. Ganz, 3143 190th Street, A.A.S. Architectural Technology; Janet A. Fitzsimmons, 17306 Park Ave., A.A.S. Computer Technology; Francis J. Jankowski, 2315 184th Street, M.S. Elementary Education; Susan L. Monical, 17210 Henry, M.S. Secondary School Administration; Nancy A. Vaught, 17657 Wentworth Ave., M.S. Elementary Education.

Calumet City
Mary Jo Hartley, 315 Mason Street, B.A. Elementary Education; Donald F. Nance, Jr., 408 Garfield Ave., B.A. Social Studies Teaching, U. S. & World History; Richard A. Rombert, 334 153rd Street, B.S. Mechanical Technology; Dixie E. Edwards, 1334 1/2 Wentworth Ave., M.S. Elementary Education.

Chicago Heights
Joseph L. Piergallini, 504 West Hickory, B.S. Psychology; David Baranski, 415 15th Street, B.S. Electrical Technology.

Homewood
Neil A. McWilliams, 18423 Stewart Ave., A.A.S. Electrical Engineering Technology.

Chicago
Chester C. Czajka, 12900 Exchange, A.A.S. Electrical Engineering Technology; Monica W. Larson, 2941 South Michigan, M.S. Nutrition.

The Practical Nursing program will graduate their girls on February 22. The 21 graduates names follow according to their hometowns.

Sorority Initiates New Members

Pi Delta Phi sorority initiated seven new members Sunday evening, February 8, 1970 at the Kappa Pi Delta house. The seven new actives are Merrie Graig, Corinne Hupke, Claudia Burgess, Margi Osborne, Cindy Fuller, Debbie McCey and Sue Bergman. These girls had fulfilled all the requirements of their pledgship.

The initiation itself started at 8:30 p.m. and was a candle-light ceremony. The ceremony was attended by Miss Catherine Murphy, Purdue sponsor, along with Miss Joyce Sidel, national representative of Theta Phi Alpha. Pi Delta Phi pledged Theta Phi Alpha as Alpha Iota Chapter and will go national sometime in April.

Upon the completion of the activation procedure, Pi Delta Phi presented special gifts to two of their former pledges. Debbie McVey was named "Best Pledge." She received a gold locket engraved with her new title. Pledge Mistress for the spring semester will be Miss Corinne Hupke. She received a pearl necklace. A dinner completed the evening.

Gary—Mrs. Mary H. Brahears, 365 Adams St.; Mrs. Diane W. Clark, 1815 Madison St.; Mrs. Charlotte D. Price, 3401 Adams St.; Mrs. Phyllis H. Thomas, 1839 Mississippi St.; Mrs. Betty R. Walters, 5216 W. Third Ave.; Mrs. Pauline V. Wirick, 3945 Virginia St.

Hammond—Miss Gwendolyn H. Bell, 906 Conkey St.; Miss Marcia R. Kristoff, 7418 Meadow Lane; Mrs. Donna M. Qielinski, 7321 Alabama St.

Michigan City—Miss Wilma J. Belue, 301 Beach St.

Merrillville—Miss Margaret M. Gartner, 7809 Madison St.

Hobart—Miss Beverly J. Hamilton, 500 S. Joliet St.

Schererville—Miss Kathleen E. Varga, 105 E. Joliet St.; Miss Barbara A. Rhoads, 2010 Hilltop Dr.

Portage—Mrs. Patricia H. Helm, 2212 Pennsylvania St.

Highland—Miss Elke V. Huisman, 2821 Garfield St.

Munster—Miss Mary K. Tilka, 8152 Hawthorne Dr.

East Chicago—Mrs. Betty J. Nickens, 3565 Guthrie St.

Griffith—Miss Carol A. Rader, 1048 Reder Rr.; Mrs. Eulah L. Waldrop, 118 W. Ave. B.

Calumet City, Ill.—Miss Florence E. Galloway, 1463 Kenilworth St.

TV, Women, and Money

For the second successive year in cooperation with Indiana University and televised by the Indiana Higher Educational TV System network, the second semester of the Nursing Home Administrator's Course will again be offered at Cal.

The course will be offered over closed circuit television.

The second semester is a 16-session, one-night-a-week course on Patient Care. Such topics as nursing service, medical records, housekeeping and diet and food service will be discussed.

Telecasts will originate from the I.U. Medical Center, and will be transmitted by closed circuit to regional campuses in Hammond, Fort Wayne and Evansville.

The program faculty consists of leading educators in dietetics, psychiatry, nursing and medicine.



New courses of special interest to women will be offered during the spring semester.

Graduate level courses include Readings in Nutrition (F&N 538), a dual level course which will deal with the study of current

Getz Creates...

A grasshopper made from an old spark plug, worms created from links of chain, a rooster made out of a garden rake, and flowers made out of a collection of gears are on a display case at Purdue Cal.

The three-dimensional sculpture, made out of scrap metal, are the work of Lorenz Getz, of Wheaton, Illinois.

Forty-one pieces of sculpture and twenty-five photographs of Getz's creations are being exhibited in the first floor showcase at the Anderson Building.

Getz has exhibited and won awards at art shows in Illinois, Indiana and Michigan. A native of Medaryville, Indiana, he is a graduate of Wheaton College and holds a master's degree from Northern Illinois University. He is currently teaching history at the Community High School in West Chicago, Ill.

The art show is sponsored by The Department of Construction Technology at Cal.

scientific literature pertaining to research findings in nutrition.

Undergraduate courses will be Freehand Drawing, Design I, Art Appreciation, Painting II, History of Architecture, Introduction to Poetry, Essentials of Nutrition, Music Appreciation, and a score of others. In addition, courses in both graduate and undergraduate level in languages will be offered. Languages studied will be French, German, Polish, Hungarian, Russian, and Spanish.

For further information contact the Registrar's Office.

The Office of Continuing Education is offering a course for people interested in investing in stocks, bonds, mutual funds or real estate.

"Problems of the Small Investor," a non-credit program, will be taught by a dozen highly qualified experts in the fields of stock market investment, insurance, real estate, education, accounting, taxation, wills, trusts, and estates.

The course, sponsored by the School of Industrial Management, is designed to show "men and women how to handle their money more efficiently and how to set up an investment program that fits their long range plans."

UNTITLED

Sometime when you're feeling important,
Sometime when your ego's in bloom,
Sometime when you take it for granted
You're the best qualified in the room;
Sometime when you feel that your going
Would leave an unfillable hole,
Just follow these simple instructions,
And see how they humble your soul.
Take a bucket and fill it with water,
Put your hand in it up to the wrist,
Pull it out, and the hole that's remaining
Is a measure of how you'll be missed.
You can splash all you wish when you enter,
You may stir up the water galore;
But stop, and you'll find that in no time
It looks quite the same as before.
The moral in this quaint example
Is do just the best that you can;
Be proud of yourself, but remember
There's no indispensable man.
—Author unknown

STUDENT BILL OF RIGHTS

AS PROPOSED BY THE PURDUE UNIVERSITY CALUMET CAMPUS

PREAMBLE

The fundamental purpose of an academic community is the preservation and advancement of learning and the pursuit of truth in an atmosphere of freedom and mutual respect, in which the intellectual freedoms of teaching, learning, expression, research and debate are guaranteed absolutely. The role of the university is uniquely that of exercising and teaching others how to exercise the "sovereign rights of criticism." As members of the academic community, students have the right to encounter minds which will serve as models of intellectual discipline and imagination, to engage in a sustained and independent search for truth, to develop critical judgments for reappraisal and renewal of our cultural heritage, and to live and to celebrate citizenship in community councils. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn requires appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Conditions conducive to the freedom to learn shall be provided and safeguarded by policies and procedures developed and respected by all members of the academic community. The purpose of this Bill is to enumerate the essential provisions for student freedom to learn.

1. The student has the right to accurate and plainly stated information which enables him to understand clearly:
 - a. The general qualifications for establishing and maintaining acceptable academic standing.
 - b. The graduation requirements for his particular curriculum and major.
 - c. The course objectives and requirements set by individual instructors for their courses.
 - d. The qualifications for establishing and maintaining eligibility for participation in co-curricular activities, such as athletics, student organization, and publications.
 - e. Any disciplinary action which may be initiated by the University, including:
 1. The specific charge or charges.
 2. His rights with respect to the charges.
 3. Hearing procedures to be followed.
 4. His right of appeal.
2. Academic, medical, counseling, and disciplinary records of a student shall not be disseminated outside the University without his consent, except under legal compulsion. Academic records shall be kept separate from disciplinary records. Disciplinary records, other than those required to support encumbrances of the academic transcript, shall be destroyed within five years after his separation from the University. The student has the right to protection against disclosure, without his consent, by anyone within the University, of personal information, including personal values, beliefs, memberships, or political associations which are not a matter of public record.
3. The student has the freedom to take exception to any data or any viewpoint presented by an instructor.
4. The student has the right to be evaluated accurately and fairly on his academic performance, and not on his personal opinions, conduct, or appearance.
5. The student has the right to discuss and review his academic performance with his instructors. The student who feels he has been evaluated on a basis other than his academic performance has the right to an appeals procedure which shall be clearly made known to him.
6. The student has the right to freedom of inquiry, and to publish and to exchange findings and recommendations within the limits generally accepted for proprietary and collaborative work and those imposed by the relevant standards of academic honesty. Unless it has been granted, the student shall not imply University endorsement of these activities.
7. The student has the right to establish, issue and distribute on campus student-directed publications and to distribute on campus other publications or literature free of any student government, faculty or administration censorship or pressure aimed at controlling editorial policy or staff appointments or removal. Registered student organizations engaged in such publications and distribution are subject to Articles 11 and 12.
8. The student has the right to freedom from discrimination on the basis of race, creed, sex, or national origin. The University shall discontinue recognition of or refuse recognition to any organization that discriminates on the basis of race, creed, sex or national origin. All such actions by the University shall be subject to the right of appeal.
9. The students shall have clearly defined means to participate in the formulation of University policy affecting academic and student affairs through membership on University decision-making bodies. Hearings at which individual students as well as representatives of student government and student organizations can present oral or written statements as effective input to University deliberations shall be scheduled and publicized. In exercising such citizenship the student shall be free from any coercion, intimidation, or harassment by any other member of the University community.
10. The student has the right to freedom from illegal search and seizure of person and property. No contractual arrangement with the University shall be interpreted as waiving this right.
11. Any group of students may become a recognized Purdue Student Organization by registration with the University in accordance with the provisions of the University Code. A procedure for appeal of a University decision to discontinue or refuse recognition of a group shall be established and made known to the group.
12. The student group, upon recognition as a Purdue Student Organization, commits itself to conformity with University regulations. Recognition shall entitle the group to the use of available University facilities.
13. Any recognized Purdue Student Organization or group of students which is able to secure sponsorship by a recognized student organization, or which is able to demonstrate financial responsibility, has the right to present speakers of its choice on the University campus. Institutional control of the use of facilities shall be used only to prevent space/time conflicts.
14. Freedom of speech, right of petition, and right of peaceful assembly shall be guaranteed to all students provided such activities do not obstruct the educational process.
15. Every student has the right to substantive and procedural due process in any formal hearing. The student has the right to freedom from harassment by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons. The student has the right to unaltered status within the University community until formally notified of a final decision.
16. Any disciplinary action imposed by University authorities may be appealed and any person involved may request a formal hearing through established hearings procedures. The student retains the right to settle disputes through consultation.
17. The student who violates civil law is subject to penalties prescribed by civil authorities. However, the student has the right to freedom from duplication of civil penalties by University disciplinary action. Only where the University's interest as an academic community are distinct from those of the general community should the special authority of the University be asserted.
18. The enumeration in this Bill of certain rights shall not be construed to deny or disparage others retained by the student. The student has the right to an appeals procedure concerning any infringement of points enumerated in the Bill.
19. This Bill of Student Rights may be ratified and amended by action of the student body, and subject to the approval of the Faculty, acting for the Board of Trustees.